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ABSTRACT

This inservice manual provides guidelines to help elementary, secondary, and adult education teachers select, use, and design simulation experiences for consumer education. Four example simulations provide students with opportunities to develop decision-making skills as consumers. Simulations may be used as an introductory, developmental, or culminating activity for a unit. They may also be used to illustrate many different consumer situations such as buying goods and services, conserving energy, evaluating advertisements, resolving a car repair complaint, or presenting a case in small claims court. Examples of simulation activities include (1) designing an advertising campaign for a new cereal product; (2) buying products at an auction to emphasize the characteristics of supply, demand, and money; (3) assuming roles of manufacturing executives, food company personnel, laborers, and consumers as they make decisions about an automated strawberry picking machine; and (4) presenting views on a new city ordinance to ban the sale of pipes in order to crack down on drug use. Forms for planning and evaluating decisions, a list of consumer economic simulations, and a bibliography on simulations are included. (KC)

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SIMULATIONS IN THE CONSUMER ECONOMICS CLASSROOM

BY: GRACE KACHATUROFF

APRIL, 1978

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Consumer Education
Training Module

A TEACHER INSERVICE MODULE FOR
ELEMENTARY, SECONDARY AND ADULT CONSUMER EDUCATION

THE AUTHOR

Dr. Grace Kachaturoff is an associate professor in the Division of Education, University of Michigan -- Dearborn, and a consultant to the Michigan Consumer Education Center.

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THE CENTER

The Michigan Consumer Education Center provides professional development and continuing education services to educators through courses, workshops, inservice programs, conferences and publications. The Center maintains a loan library of teaching-learning resources available for preview and evaluation.

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Rosella Bannister, Project Director, Michigan Consumer Education Center at Eastern Michigan University
Dustin Wilson, U.S. Office of Consumers' Education

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DEFINITION

Consumer economics education is the preparation of individuals in the skills, concepts and understandings required for everyday living so they are equipped to make decisions resulting in efficient use of and satisfaction from their economic resources.

-- Michigan Guidelines in Consumer Economics, 1978

GENERAL GOALS OF CONSUMER ECONOMICS

CONSUMER BEHAVIOR

The student will analyze the factors affecting consumer behavior.

Values	Decision Making	Basic Skills
Lifestyles	Advertising	Special Needs
	Career Choice	

FINANCIAL MANAGEMENT

The student will apply basic principles of sound financial management.

Budgeting	Tax Forms	Financial Institutions
Credit	Estate Planning	Savings and Investments
Record Keeping	Earnings	Income Use
Insurance	Payroll Deductions	Checking Accounts

GOODS AND SERVICES

The student will demonstrate knowledge and skills in buying and using goods and services.

Food	Transportation	Professional Services
Clothing	Education	Metrics
Housing	Recreation	Buying Practices
	Health	

RIGHTS AND RESPONSIBILITIES

The student will analyze the interrelated rights and responsibilities of consumers, business and government.

Consumer Laws	Complaint Methods	Current Issues
Energy	Environment	Fraud and Deceptive Practices
Health	Product Safety	
	Contracts	Warranties

ECONOMICS

The student will relate economic principles to the functions of the marketplace.

U. S. Economic System	Profits and Price
World Economic Systems	Economic Problems
Government Role in Economy	Taxation

INFORMATION AND ASSISTANCE

The student will evaluate sources of consumer information and assistance.

Agencies	Information Sources
Services	Information Evaluation

The objectives of this module relate to one or more of the general goals of consumer economics.

MODULE GOAL:

To encourage teachers of consumer economics to use a variety of teaching strategies, including the use of instructional simulations.

MODULE OBJECTIVES:

Following an inservice presentation and/or study of this module, the classroom teacher participant will be able to:

1. define an instructional simulation experience
2. discuss why instructional simulations can be effective in the classroom
3. list the general characteristics of instructional simulations
4. discuss both the advantages and disadvantages of using instructional simulations in the classroom
5. list guidelines for facilitating a simulation experience in the classroom
6. describe a model for designing a classroom simulation experience
7. identify five simulation experiences which could be used in consumer economics
8. identify sources of additional information regarding simulations in the classroom.

OVERVIEW -- LEARNING THROUGH SIMULATION

How can learning in the consumer economics classroom be focused on real people, real issues, and the real world? We believe that students learn faster and retain what they learn longer when they are actively involved in dealing with problems, considering alternatives, and making decisions.

One of the learning strategies that you, the teacher, may use in the consumer economics classroom is the simulation experience. *A simulation experience is an imaginary representation of a real life situation.* Through simulation, educational objectives can be learned in a realistic, relevant, and exciting manner. Sometimes, desirable learning experiences simply cannot be brought into the classroom, yet through simulation, students can experience feelings, insights and new understandings which otherwise would be missed.

A major aim of consumer economics is to help students develop into competent and responsible consumer citizens in a highly technological and complex society. For consumer citizens to make responsible decisions requires more than facts and principles; it requires skills in the decision making process.

Simulation experiences can provide needed opportunities for students to engage in confrontations and encounters in which they must make decisions based on their own impulses, knowledge and values. In addition, they learn to consider the consequences of their decisions in light of their individual goals as well as group and societal goals.

The opportunity to confront real life situations in a simulated environment allows learners to experience feelings of success, failure, wealth, poverty, helplessness and power in a controlled situation. Students can learn to cope with consumer situations before encountering them in real life.

Students may make good decisions, unwise decisions, or decisions which are neither good nor bad in a simulation experience and not be penalized as in a real encounter. And the experience can serve as an excellent springboard for reflection and creativity. The student should be cautioned,however, that adults are constantly confronted with problems and issues to which they can find no easy solutions. In a simulation experience, the learner will make decisions which depend upon his own intellectual competence and values, rather than on parental or teacher approval.

Too often young people leave school with a feeling of insecurity and a sense of doubt about their own abilities to cope with individual and societal situations. Simulation experiences help students develop confidence in their ability to think analytically and creatively about intellectual problems and to make decisions without relying on adults.

In a simulation, the emphasis should be on the *experience* element rather than on the *game* element. A *game* is a contest between two or more persons. To students, playing a game means there is a winner. Yet, in many real life situations there are no clear winners and losers. The concept of winning does not always apply in situations where consumers must make decisions about economic, social and political issues.

Since simulation is a representation of a real life situation, participants have opportunities to develop their independence, creativity intellectual competence and maturity. Most students find simulation experiences exciting and stimulating because they are gaining skills that narrow the gap between the classroom and the real world.

CHARACTERISTICS OF INSTRUCTIONAL SIMULATION EXPERIENCES

The simulation experience changes the "rules" that the teacher and students "play" when engaged in the game of teaching. A dominant pattern in the classroom is one in which the teacher solicits a response from a student by asking a question, generally seeking descriptive information. The student responds. The teacher reacts by modifying, approving or disapproving, or criticizing the response.

Simulation experiences dramatically change the rules of the classroom game. The role of the teacher changes; the role of the students changes.

Simulation experiences

- -- are student-centered
- -- provide the classroom with a "learning laboratory"
- -- expose students to the complexity and dynamics of economic, social, and political issues in an interdisciplinary approach
- -- involve every student in the class.

During the simulation experience, the classroom climate stresses greater student interaction.

The teacher's role in the simulation experience is one of a facilitator--planner, organizer, manager, and observer.

Teachers generally react in two ways concerning the use of simulations in the classroom: they are either very enthusiastic or completely negative.

ADVANTAGES IN USING INSTRUCTIONAL SIMULATIONS IN THE CLASSROOM

During the simulation experience, the students

- -- become motivated, interested, and involved
- -- often feel they are having fun as they learn
- -- react to life-like situations
- -- confront problems and attempt to solve them
- -- become involved in decision-making processes
- -- make decisions autonomously
- -- communicate with each other
- -- determine their own goals, act upon them, and then evaluate the consequences
- -- learn concepts in both the cognitive and affective domains
    - -- may change their attitudes and feelings
    - -- may learn factual knowledge
- -- confront the problem and/or issue in its totality, in a multi-disciplinary mode
- -- become involved to any degree they wish
- -- are not handicapped because of poor academic achievement or background.

During the simulation experience, the teacher assumes the role of FACILITATOR.

THE STUDENTS ARE LEARNING BY DOING.

POSSIBLE DISADVANTAGES IN USING INSTRUCTIONAL SIMULATIONS IN THE CLASSROOM

Sometimes it is difficult to locate a prepared simulation experience that is relevant

-- to a specific teaching unit

-- to a specific grade level

-- to a specific age level.

Sometimes the objectives stated in the instructional simulation are confusing and vague.

Sometimes the simulation experience itself lacks depth, direction and focus.

Sometimes the instructional manual is confusing and too complicated.

Sometimes the simulation experience can be too time consuming for the development of certain concepts; other strategies might be more effective.

Instructional simulations, if constantly used, can also become ineffective strategies in the classroom.

Designing one's own simulation experience requires experience, time, and competence.

SELECTING A SIMULATION EXPERIENCE FOR USE IN THE CLASSROOM

To evaluate the appropriateness of a specific simulation experience, ask the following questions:

1. Is the content area of the simulation related to the content area you are teaching?
2. Is the topic relevant to the interests and needs of the students?
3. How much time is required to conduct the simulation experience?
4. What are the space needs of the simulation experience? What equipment is needed?
5. Are the objectives of the simulation experience clearly and concisely stated?
6. Are the stated objectives fulfilled in the simulation experience?
7. Do the instructions explain the procedures and rules clearly?
8. Are the procedures and rules difficult to follow?
9. Does the simulation represent a real life situation?
10. Does the simulation emphasize concepts, skills and decision making rather than winning?
11. Is the simulation appropriate for a specific grade and/or age level?
12. Do the debriefing questions focus on desired learnings?
13. Can you adapt the simulatic experience to your particular teaching situation?
14. What are the costs and benefits of the simulation experience compared to other teaching strategies?

GUIDELINES FOR USING A SIMULATION EXPERIENCE IN THE CLASSROOM

The simulation can be used an an introductory, developmental, or culminating activity for a unit of study.

1. Be sure that the objectives of the simulation are related to the objectives of the unit being taught. Is this the most effective teaching strategy to fulfill the stated objectives?
2. Study the instructions for using the simulation. Don't be discouraged if they are difficult to understand the first time. Sometimes it is wise to seek help from someone who has been involved in simulations, another teacher or student. Outlining the procedures is helpful in clarifying the instructions.
3. Introduce the simulation to the students by discussing how this activity is relevant to what they are studying. Be sure students understand the mechanics of the situation to be simulated, the roles and the rules. If your students have never participated in a simulation activity, some of them may feel insecure at the beginning. Encourage them to participate even if they do not understand the simulation thoroughly at this time.
4. Be sure that the classroom tables and chairs are appropriately arranged and all materials are available for the simulation experience.

5. Assume the role of facilitator as soon as the simulation experience begins. Encourage the students to act independently within the parameters of the simulation. Respond to questions regarding procedure and management.
6. OBSERVE and LISTEN to the students as they are interacting during the simulation. Note the personal and group interactions for use in discussions during the debriefing session.
7. Allow adequate time for the debriefing session. Sometimes it might be necessary to stop the simulation before everyone has finished. Begin the debriefing session in such a way that students want to talk about the experience. Sample questions include:
   -- How did you feel about this experience?
   -- Do you see any parallels between this experience and the real world?

   Then focus questions on the educational objectives of the simulation.
8. Evaluate the strategy itself. How can this simulation experience be improved? Often students make excellent suggestions for revision and improvement.

DESIGNING SIMULATION EXPERIENCES FOR CONSUMER ECONOMICS

Simulations can be designed to illustrate many different consumer situations, such as:

-- buying and selling goods and services

-- conserving energy

-- using limited time and money

-- planning a low-cost vacation with the family

-- evaluating advertisements

-- arresting and punishing a shoplifter

-- resolving a car repair complaint

-- experiencing consumer problems of the poor

-- writing a consumer protection law

-- presenting a case in small claims court

--searching for consumer information and assistance

-- interviewing for a job as a consumer affairs professional in business

-- making economic decisions that satisfy producers, consumers, labor and the community.

Ideas for simulations are everywhere. After you have designed a few experiences with your class, you and your students will discover this strategy to be a highly motivational and interesting technique to use to fulfill objectives and to give variety and relevance to the consumer economics classroom.

Three important components in designing your own simulation for your classroom are:

-- identifying the educational objectives
-- identifying the simulated situation, that is, the plot, characters and setting
-- debriefing and discussion following the simulation experience.

IDENTIFICATION OF EDUCATIONAL OBJECTIVES

The first step in designing your own simulation is to identify the educational objectives of the situation that you wish to simulate. Social processes, decision-making skills, attitudes and values must be considered. Exactly what is it that you wish the students to know as a consequence of having this experience? At this point, you might discover that a simulation experience is not really the best strategy but perhaps a case study or another type of experience would be better to accomplish the objectives.

THE SIMULATED SITUATION

After you identify the objectives and the general situation to be simulated, you must determine the scope and limitations of the situation. The situation may be in a historical, current or futuristic setting and may be either factual or hypothetical. The essential elements to be replicated in the simulation should be simply stated. Don't try to include every facet of the real model because this can become too complicated. Only elements that bring about the desired learning objectives should be highlighted and clearly stated.

The setting, time, people involved, and organizations must be clearly and simply defined. How much time will this involve -- one day, two or three days, a week, longer? For instance, to understand the concept of economic systems and to experience feelings encountered in the marketplace, a situation may focus on three or four different groups, with different purposes, such as merchants, consumers, laborers and community planners.

In developing the simulation, roles should be created for each member of the class and these roles should then be precisely defined since specific characterization and accurate information are necessary for a meaningful experience. For instance, a member of a family group must know how to interact with others in the family, how to satisfy basic needs and other desires, and what attitudes and values have priority. Since it is hoped that all of the class will be involved at one time, the simulation should be designed so that there is role interaction. For instance, as the students are interacting with others with different motives, they may begin to feel conflict and rejection. Every detail of the situation should be noted by the teacher for use during the debriefing session.

The description of the situation should be clear and the motives and purposes of the roles clearly defined. It is also important that the design formulate a broad, general idea of the sequence of what each participant should do during the experience. The description should define the resources available to each of the participants as well as those things that can be done and cannot be done in the simulation. The description should be stated as simply as possible to avoid confusion.

The designer should check and recheck to be sure that the situation is consistant with the stated objectives.

When the design is completed, the simulation should be reviewed, and if possible, given a trial run with a small group. The creator should observe and note any of the problems encountered in the design. Among the questions to use in evaluating the design are:

-- Is the situation the best possible to fulfill the stated objectives?

-- Are any additional objectives realized?

-- Did the participants understand the situation?

-- Was the description of the situation brief and concise?

-- Were the roles clearly defined?

-- Were the rules clearly stated and applicable?

-- Was everyone involved?

If necessary, the design should be revised and rewritten. Even after it is in a format which is acceptable, ideas for revision and modification might be suggested during debriefing and discussion sessions.

DEBRIEFING AND DISCUSSION

The debriefing and discussion session is of critical importance to the learning situation. Students generally find the simulation experience exciting and exhilarating. The debriefing and discussion time provides an opportunity for students to come together after a common experience to discuss its significance.

Questions to ask during the debriefing session include:

-- What happened during the experience?

-- Why did it happen?

-- What kinds of decisions were made? Why?

-- What if other types of decisions were made?

-- Do the students see any similarities with the real life situation?

During the debriefing and discussion session important value questions can be discussed.

-- How did the decisions reflect value priorities?

-- Did the students accomplish the things they wanted to and believed in? Why or why not?

-- Do the students think that this situation could have happened in real life? Why or why not?

During this session students might be asked to consider the design of the simulation. How can it be modified to better realize the objectives and gain the interest of the students?

EXAMPLE SIMULATIONS

THE FOLLOWING FOUR SIMULATIONS ARE DEVELOPED ON A SIMPLE FORMAT TO ILLUSTRATE THE SUGGESTED MODEL. TECHNIQUES AND PROCEDURES USED IN THESE SIMULATIONS HAVE BEEN TESTED IN VARIOUS TEACHING-LEARNING SITUATIONS AND WERE EFFECTIVE.

SIMULATION: THE AD BIZ

Description: Students design an advertising campaign for a new cereal product. Decisions are made regarding consumer appeal and advertising methods. (This simulation has been adapted from one designed by a student.)

Grade Level and Subject Area: Elementary and secondary students in consumer economics units in home economics, business education and social studies as well as English and language arts.

Time and Number: May be scheduled for 3 to 5 class periods and any number of students can be involved.

Educational Objectives: After participating in this simulation, the student should be able to:

1) Discuss reasons why consumers buy products.

2) Analyze the advantages and disadvantages of advertising for both buyers and sellers.

3) Identify ways which advertisers make their products appealing, such as packaging, slogans and music, endorsements by famous people, and special low prices.

4) Identify the characteristics of misleading advertisements.

5) Discuss how advertising affects the seller's ability to compete and make a profit in our economic system.

6) Identify career opportunities in advertising.

7) Demonstrate skills in group involvement and decision making.

8) Develop skills in communicating ideas through language.

Steps in the simulation experience:

Step I: Explain the simulation experience to the participants.

Step II: Identify roles of participants.

-- The participants may decide to work alone as advertising writers, or in groups representing one advertising agency.

-- No more than three people should work together in any one advertising agency.

-- Groups can be formed by numbering off, by a student and teacher decision, or by teacher appointment.

-- Individuals and groups may select an identifying name for their agency or individual efforts.

-- A panel of student judges may be elected by the class to select the best advertising campaign.

-- During the simulation, the teacher's responsibility is to be in charge of supplies, procedures and the debriefing session.

Step III: Identify procedure and distribute materials.

1. Each student receives a list of cereal ingredients.

List of Ingredients

Oat flour, wheat starch, sugar, salt, calcium carbonate, sodium phosphate, sodium ascorbate, niacin, iron, gum acacia, vitamin A palmitate, pyridosine (vitamin B_6), riboflavin, thiamin, vitamin D and vitamin B_{12}. Freshness preserved by BHT.

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2. The following message from the vice president of a major cereal company is then played on a tape recorder. You may want to play the tape twice for the students.

TAPE

My name is J. P. Kapitalitz. I am first vice-president of the Little Zeroes Cereal Company. I am contacting you in this manner because of the secrecy of the matter I am about to discuss.

As part of a colossal new image change for our company we have altered the shape of our cereal from brown little zeroes to multicolored little rockets. You have before you a list of the cereal's ingredients which will remain the same except for the addition of various food colorings.

Your job is to name our new cereal and provide us with our new advertising campaign. We need a new slogan, new billboards, and new TV and radio commercials.

Whoever gives us the best campaign will win our million dollar account and _____. (Here the teacher may insert what, if any, reward incentive she may wish to provide.)

3. Immediately after the second playing of the tape, the teacher announces the roles of the participants and the rules of the simulation; then the participants break into groups or begin working individually.

4. The teacher should have available in the classroom several magazines with pictures, audio-visual or recording equipment, poster boards, and other supplies. Students can be encouraged to bring some of these materials the second and third days of the experience. This experience can be as short as one day and as long as four or five days, depending upon the objectives of the class.

Step IV: Go over simulation rules with students.

1. The participants turn in their materials at a designated time with their group's number or name on it.

2. The panel of students review the materials and announce the winner on the grounds of consumer appeal, creativity, and uniqueness.

3. The class has the opportunity during discussion to view all of the proposed advertisement campaigns.

4. The students will then review the selected advertising campaign and decide whether they would or would not purchase the product and why.

5. Each student should write his or her decision to buy or not to buy and why.

Step V: Conduct the simulation.

Step VI: Conduct the debriefing and discussion session. The following are examples of questions that could be used in the debriefing session.

1. How do you feel about this experience? Why?

2. Why do you think that a certain campaign won?

3. Do you think the winner had the best campaign? Why or why not?

4. What features of the products were highlighted during the campaign? Why?

5. Do you feel that the advertisers were honest in their presentations?

6. Do you think that increased advertising can help a company make greater profits? Why?

7. What are the advantages of advertising to the consumer? Disadvantages?

8. What career choices were identified in this simulation?

9. After viewing the campaign, did you decide to purchase the product?

10. What factors influenced you to buy or not to buy the product? Why?

SIMULATION: THE CANDY MARKET

Description: Participants buy products at an auction. The emphasis is on decision making in the market within the limits of supply, demand and money.

Grade Level and Subject Area: Elementary and secondary level students in consumer economics units in home economics, business education and social studies as well as mathematics and distributive education.

Time and Number: May be scheduled for 1 or 2 class periods, and all of the students in the class may participate.

Educational Objectives: Students participating in this simulation experience should be able to:

1) Observe and analyze their decision making processes related to consumer purchases.

2) Explain how supply and demand affect the price of products in the marketplace.

3) Observe and discuss how the profit motive, competition and private ownership are basic to the U. S. economic system.

4) Explain the principle of diminishing marginal utility, that is the more of something you already have, the less important it is to get more of it.

5) Experience feelings caused by the economic inequality of some persons having more money to spend than others.

Steps in the Simulation Experience:

Step I. Explain the simulation to participants.

Step II. Identify roles of participants.

1. Auctioneer -- Be sure that students understand the role of the auctioneer. He or she is trying to get the best possible price for the product from the consumers.

2. Cashier -- This individual is responsible for keeping an accurate account of prices paid for the candy and hall permits sold. This can be done on the chalkboard so that the data can be used during the debriefing session.

3. Cashier -- A second cashier might be needed if students offer a price which demands change.

4. Consumers -- The remaining students in class will assume the role of consumers.

5. Judge -- The teacher

Step III. Identify procedures and distribute materials.

The classroom should be arranged so that the buyers may see the products being sold by the auctioneer. Packets of play money in 5¢, 10¢, and 25¢ denominations are needed for each student. The play money models on page 29 can be used in this simulation.

The money packets are distributed randomly to the participating students in the following denominations:

Total Students	25% will receive $1.50	60% will receive $4.00	15% will receive $8.00
40 students	10 students	24 students	6 students
30 students	7 students	18 students	5 students
20 students	5 students	12 students	3 students

Miniature candy bars are needed for this simulation experience. Variety packs of minature bars are usually available at the local supermarket. For a class of thirty students, about 45 candy bars are needed. At least 1½ per student participant should be available for sale.

Large candy bars are also needed. Be sure that they are well liked by the age group participating in this experience. For a class of thirty students, at least ten large candy bars are needed. Also, there should be extra bars which are to be given to the student "auctioneer" and "cashier" during the debriefing session for their contribution in making this a worthwhile experience for the entire class. Students must not be aware of the fact that these large candy bars exist until they are made available for sale. All of the miniature candy bars must be sold before the large bars are made available to the consumers.

Hall permits which allow a student to leave the classroom are needed for this simulation. After all the miniature candy bars are sold, these hall permits can be purchased by the consumers.

Materials Chart

Total Students	miniature candy bars	large candy bars	hall permits
40 students	60 bars	10 + 2 bars	3 permits
30 students	45 bars	7 + 2 bars	3 permits
20 students	30 bars	5 + 2 bars	3 permits

Procedure

1. Distribute, at random, the money packets to each student participant. Students should be encouraged not to reveal the amount of money they have. (Do not indicate that there are any differences in the distributed packets.)

2. Arrange the miniature candy bars in an appealing display on a front table so that everyone can see the products for sale.

3. Announce to the student participants that no one can leave the classroom to get a drink of water without purchasing a hall permit. They must eat what they purchase during the class period.

4. The auctioneer, selected from volunteers, begins the sale. He or she is responsible for creating the demand for the candy bars and selling them at "high prices." The auctioneer has the authority to refuse a sale if he or she considers the bid too low.

5. When the last of the miniature candy bars are sold, the auctioneer just happens to discover the larger, delicious candy bars and the three hall permits which entitle the owners to leave the classroom and get a drink of water.

6. Complete the sale until there are no candy bars and hall permits left.

Step IV. Go over rules of simulation with students.

1. All consumers must remain in their seats during the sale.

2. Unruly consumers and litter-bugs will be fined 50¢ for each offense. The judge (the teacher) will decide who is in violation of these two offenses.

3. Students may not leave the classroom to get a drink of water, unless they have purchased a hall permit.

Step V. Conduct the Simulation.

Step VI. Conduct the debriefing and discussion session.

Before beginning the debriefing session, ask the students to look at the prices paid for the products sold during the simulation experience. The following questions will help to focus on the objectives of the experience:

1. What is your general reaction to this experience?

2. What kind of consumer were you? Cautious? Extravagant? Greedy? Calorie conscious? Impulsive? Why?

3. What factors made you want to buy? What made you not want to buy?

4. What can you conclude from looking at the prices paid for the miniature candy bars, the larger candy bars, and the hall permits?

5. What happened to the price of the miniature candy bars as the supply of candy bars decreased? Why?

6. How did the profit motive affect the price of the candy? Were profits excessive? How can consumers influence profits?

7. After you had purchased some candy was it more or less important to get more of it? Why?

8. How did it feel not to have enough money to buy a candy bar you wanted?

9. How did it feel to have plenty of money to buy what you wanted?

10. How did you feel about the people who were not able to buy any candy?

11. Do you think this simulation experience is similar to the real marketplace?

12. Other questions . . .

Be sure to give large candy bars to the auctioneer, cashier, and whoever helped to make this a successful experience for everyone.

Note to the teacher:

Changes in this simulation can be made in order to emphasize different objectives. For example students might be informed at the beginning of the simulation that a "surprise box" will be the last product to be sold. The surprise box should be a most attractive and appealing object. This box will create another element to consider when making decisions to buy or not to buy.

Teacher Notes

CANDY MARKET PLAY MONEY

NOT LEGAL TENDER

CANDY MARKET PLAY MONEY

NOT LEGAL TENDER

CANDY MARKET PLAY MONEY

NOT LEGAL TENDER

PLAY HALL PASS

_____ is excused from

____ hour class to quench a thirst ac-

quired during the candy market simulation.

_____

signature date

CANDY MARKET SIMULATION

SIMULATION: THE STRAWBERRY MACHINE

Description: Students assume roles of manufacturing executives, food company personnel, laborers and consumers as they make decisions about an automated strawberry picking machine. The citizen's role in economic, social and political action is emphasized.

Grade Level and Subject Area: Secondary and adult level consumer economics units in social studies, business education and home economics classes.

Time and Number: This experience might involve three sessions. The first session will provide time for the manufacturer to make a sales presentation, the second session will permit the food companies, consumers, and union organizer to discuss the issues and make the decision, and the third period will provide time for debriefing and discussion. The entire class can be involved in the simulation.

Educational Objectives: Following this simulation experience, the students should be able to:

1) Analyze their role in making economic decisions.

2) Discuss the advantages and disadvantages of automation.

3) Develop skills in identifying and analyzing all sides of an issue.

4) Explain the citizen's role in economic, social, and political action.

5) Analyze the consequences of decisions in terms of short term and long term goals and personal and societal values.

Steps In The Simulation Experience:

Step I: Explain the simulated situation to the participants.

The Situation

(Adapted from an article in the Christian Science Monitor, "Building A Better Strawberry", UPI, December 6, 1977)

A better strawberry, that's what this country needs! After eight years of research, a horticulturist at the Agricultural Research Station in Corvallis, Oregon believes that he has developed a better tasting, firmer strawberry than ever before seen in America.

The strawberry, named "Linn" was developed by Francis Lawrence, a researcher with the United States Department of Agriculture. The new berry, he says, might be able to withstand the hardships of mechanical harvesting.

It is hopeful that the new berry will eventually help growers cut costs by using machines to harvest crops.

Much of the state's strawberry crop is used by processors for jam, juice, and freezing. The processors want and need firm berries so that when they can be harvested by machine, they are not cut, damaged, and mushy.

A Related Situation:

Now what this country needs is a better strawberry picker! The Automation Through Technology Company designs and manufactures machinery for industry and agriculture. They have heard that a better strawberry has been developed by Agricultural Research Station in Oregon.

One of the Company Vice Presidents traveled to Oregon, visited the Agricultural Research Station and saw the ripened barries on the plants. He immediately recalled that one of their technologists had already designed and developed a machine, which, with very little modification, could mechanically harvest the Linn strawberry.

After the machine was perfected for the harvesting of strawberries, the ATT salespersons were invited to a Board meeting to acquaint the company executives with the machine and to identify potential buyers. There was no question that the Strawberry Harvester would mechanically perform very well, causing less than 1% damage per twenty-five acres. Since ATT is the only company which has a machine to harvest strawberries, they can set their own price.

Step II: Identify roles of participants.

Divide the class into five groups. The selection of groups and roles can be voluntary or teacher appointed.

Group 1: President of ATT, Vice-President of ATT, Salespersons. They want to sell their Strawberry Harvester. They believe that automation helps the farmer and business persons to improve their products and customer services by increasing the amount of goods the worker can produce. They will prepare and make a presentation during the first session to acquaint the companies with the Strawberry Harvester.

Group 2: The Red Berry Jam Company: President, Manager, 2 full-time employees with 15 years of seniority, and 3 seasonal employees who harvest the strawberries on the company's 500 acres.

Group 3: The High Point Frozen Food Company: President, Manager, 2 full-time employees with five years seniority, and 3 seasonal employees who harvest the strawberries on the company's 600 acres.

Group 4: Union organizer, 2 migrant workers, and 2 college students.

Group 5: Consumers: They would like to see the cost of strawberry jam and frozen strawberries decrease since their families use the products in many ways.

Step III: Identify procedures and distribute materials.

1. Each student participating in the simulation experience receives a copy of the situation. (See step I.) Be sure that everyone understands the situation.

2. Group 1, the ATT Company, delivers an oral presentation. They present the advantages of the Strawberry Harvester and try to convince the Red Berry Jam Company and the High Point Frozen Food Company that the machine is worth the cost in terms of increased production.

3. After the presentation by ATT, the two food companies discuss the possibility of purchasing the Strawberry Harvester among themselves and make a decision as to whether or not their company should purchase the machine. The companies should consider their decision in terms of what changes the use of technological machinery will bring about, the advantages and disadvantages of automation, and the short and long term effects of automation on their employees and their companies.

   While the companies are deliberating, consumers, the union organizer, and other groups may make their views known to the company by requesting time to confer with them in regard to the possible purchase.

4. The Red Berry Jam Company and the High Point Frozen Food Company must turn in their decisions to the ATT Company by the end of the second session.

5. As soon as the decision is made, the simulation experience is ended.

Step IV: Conduct the simulation.

Step V: Conduct the debriefing and discussion session.

The following questions could be used in the debriefing and discussion session:

1. How do you feel about this experience? Why?

2. Which company or companies bought the machinery? Why?

3. How influential were the part-time employees in the decision to purchase the Strawberry Harvester? Why?

4. How influential were the consumers in the decision to purchase the Strawberry Harvester? Why?

5. How influential was the union organizer in the decision to purchase the Strawberry Harvester? Why?

6. In making the decision, did the decision-makers consider several alternatives? Did they discuss the consequences of whatever position they took? Do you think they were fair to all groups involved?

7. Were you pleased with the final decision? Why or why not?

8. Do you think the price of the jam or frozen strawberries will decrease because of the Strawberry Harvester? Why or why not?

9. How will the decision affect short term and long term goals of the business persons, the workers, the consumers? Will personal and societal values be affected?

10. Other questions . . .

SIMULATION: FIGHT DRUGS, BAN THE PIPE

Description: A new city ordinance is proposed to ban the sale of pipes in order to crack down on the use of drugs. Participants deal with opposing views various alternatives in economic, political and social action.

Grade Level and Subject Area: Secondary and adult level consumer economics units in social studies, business education and home economics classes, as well as english and language arts classes.

Time and Number: This experience might require three or four sessions. Thirty three roles are identified. Roles can be added or eliminated, depending on class size.

Educational Objectives: After participation in this simulation, the students should be able to:

1) Explain the importance of citizen involvement in the decision making process at the local level.

2) Demonstrate skills in problem solving and in the decision making process.

3) Observe and discuss the reality that when persons attempt to solve one problem, other problems may develop.

4) Consided various alternatives and analyze opposing views regarding an issue.

5) Identify and discuss the interrelated roles of business, government and consumers in economic, political and social action.

Steps in the Simulation Experience:

Step I: Explain the simulation to the participants.

The students need a description of the situation which will give them a springboard for the simulation experience. Situations can be such items as case studies, newspaper articles and other current events. This format is adaptable to many situations.

The following situation is adapted from an article in THE DETROIT NEWS, January 23, 1978, written by Donald P. O'Connor and Ilona Weissman. The names and places are changed but the situation is an actual happening.

LOCAL NEWS FLASH

GLENDALE INCLUDES BAN ON PIPE SALE IN PROPOSED LAW

Most pipe smokers probably are aware of the threat they face in Glendale as that community considers an ordinance to crack down on the familiar instrument with bowl and stem.

At last night's meeting, Glendale six member council gave preliminary approval to an amendment aimed at banning the sale of equipment that might be used for drug-smoking. The amendment uses the word "pipe" without spelling out what kind of pipes are meant.

The measure, which would be added to an existing ordinance, passed its first reading, 5-1. The council scheduled another hearing two weeks from today, when the amendment is likely to be passed or tabled.

Last night's lone dissenter said he would vote no again next time unless tobacconists are excluded from the ban on pipe sales. He further commented that lawmakers should aim at the source of the drug problem, not just the implements of drug use.

One of the councilpersons who voted with the majority indicated that he might dissent at the next meeting. "I'm in favor of a good, strong ordinance, but not one that won't stand up in court. Are our policemen going to arrest someone in Kresge's for selling pipes? It doesn't hurt me to vote yes on a first reading, but I think we should bring our school system in to cooperate with us in fighting drug use in our community."

The ordinance, resulting from parental concern over drug use by Glendale High School students and other teens, was introduced at the last council meeting.

Fighting a one-man battle against the ordinance was the owner of Big John's Tobacco Shack who claimed that the ordinance would violate his constitutional right to earn a living.

"The whole thing has cast doubts on my family's character," he told council persons at the last meeting. I feel you have placed me, my family and my business of twenty years in jeopardy."

"The drug problem here isn't any worse than anywhere else," he said. "There is a lack of cooperation between the high school and the city, but the councilpersons don't want to address that."

"I would do anything I could to cut down on the use of drugs by youngsters, but I have to make a living, too." said the owner of the tobacco shop. "Sixty percent of my business is in the sale of new pipes."

The city manager of Glendale said that the tobacco merchant was unnecessarily upset and that the city attorney would interpret the ordinance to mean the small type of clay, plastic or ceramic pipes that are used to smoke marijuana.

"If he doesn't sell that kind of pipe, I don't think he has anything to worry about," said the city manager.

But the head of a pipe manfacturing firm also bemoans Glendale's intervention in his business. "This is the wierdest thing I've ever heard," said the president of Dr. Grabow Presmoked Pipes of Greensboro, North Carolina. "Everyone is trying to gore someone else's ox. I doubt that it will get very far."

The new amendment would prohibit the sale, display or free distribution of capsules, syringes and pipes adapted for the use of any narcotic or narcotic drug, marijuana, hashish or any other controlled substance. Although the measure excludes medical personnel manufacturers, wholesalers and schools, it does not mention stores.

Step II: Identify roles of participants.

Students may be given the opportunity to volunteer for the role they would like to assume. The roles should be identified as briefly as possible so that the students assuming the role will be able to develop as they wish using their own intellectual abilities. Roles that are too structured may deter the spontaneity of the participants.

Identification of Roles:

Station 1.	1.	Council Member
	2.	Wife or Husband of Council Member
	3.	Daughter or Son: High School Student
Station 2.	4.	Council Member
	5.	Wife or Husband of Council Member
	6.	Grandmother of Council Member
Station 3.	7.	Council Member
	8.	Wife or Husband of Council Member
Station 4.	9.	Council Member
	10.	Wife or Husband of Council Member President or PTA
	11.	Daughter or Son: High School Student
Station 5.	12.	Council Member
	13.	Daughter or Son: High School Student
	14.	Daughter or Son: High School Student
Station 6.	15.	Council Member
	16.	Wife or Husband of Council Member
Station 7.	17.	City Manager
	18.	Wife or Husband of City Manager

Station 8.	19.	Manager -- Local Drug Store
Station 9.	20.	Owner, Big John's Tobacco Shop
	21.	Husband or Wife of Owner
Station 10.	22.	Manager -- Local Supermarket
Station 11.	23.	Principal of High School
	24.	Teacher -- Consumer Economics, High School
	25.	Counselor -- High School
	26.	School Social Worker
Station 12.	27.	President of Dr. Grabow Presmoked Pipes
	28.	Vice-President of Dr. Grabow Presmoked Pipes
Station 13.	29.	President of Snowtown Non-Smoker's League
Station 14.	30.	Member of the Drug Abuse Task Force for Michigan
Station 15.	31.	Editor of Newspaper
	32.	Reporter
	33.	Reporter

Depending upon the size of the class, roles can be added or eliminated.

Step III: Distribute materials and identify procedures.

1. During the first session, distribute the News Flash to each student.

2. During the first two sessions the participants will meet in their respective stations to discuss the situation and to determine their own views and actions.

3. The participants will be asked to plan for decision making in terms of their understanding of the situation and what they hope to accomplish during the session. A suggested form, Planning for Decision-Making, is included on page 36.

4. At the end of each session, the students will list the decisions made and explain how effective their decisions were in solving the problem. A suggested form, Evaluating Your Decisions is included on page 37.

5. The third session will be the City Council Meeting to approve or table the ammendment aimed at banning the sale of equipment that might be used for drug smoking. As a result of decisions made at the council meeting, still another session might be held.

Step IV: Go over rules with students.

If participants wish to communicate with other individuals located in other stations, this must be done in written form. Arrangements for conferences or conversations may be made. Messages between stations may be delivered by the teacher/director or a student assistant.

Step V: Conduct the simulation.

Step VI: Conduct the debriefing session.

The following types of questions could be asked:

1. How do you feel about this experience? Why?

2. What was the issue in conflict?

3. How do you feel about the decision made by the council members? Why?

4. To what degree did you influence the decision of the council? Why?

5. Do you think the council was confronted with a serious problem? Why?

6. Do you think that the citizens in Snowtown wanted to reach a decision which would be good, just, and fair for everyone? Why?

7. What influenced you to support your position? Why?

8. How much authority does a council member have in municipal government?

9. How important was the voice of the consumer? How important were the rights of the consumer?

10. Other questions . . .

Using this format, one can develop many other simulation experiences by simply changing the situation and the list of roles.

APPENDIX

FORM A - - PLANNING FOR DECISION MAKING

Station No. _____ Role No. _____

Date: _____

1. Describe the problem as you see it.

2. What are the possible solutions to this problem?

3. What do you feel should happen in this situation?

4. What do you plan to do about it?

5. Are you willing to accept the possible consequences of your actions? Why?

Form may be reproduced for classroom use. From Simulations in the Consumer Economics Classroom, a teacher's module from the Michigan Consumer Education Center, Eastern Michigan University, Ypsilanti, Michigan 48197.

FORM B - - EVALUATING YOUR DECISIONS

Station No. _____ Role No. _____

Date: _____

1. List the decisions which you made during this simulation experience.

2. How effective do you think your decisions were in solving the problem? Explain.

Very Effective	Somewhat Effective	Neutral	Slightly Effective	Not Effective
5	4	3	2	1

Form may be reproduced for classroom use. From Simulations in the Consumer Economics Classroom, a teacher's module from the Michigan Consumer Education Center, Eastern Michigan University, Ypsilanti, Michigan 48197.

LIST OF CONSUMER ECONOMICS SIMULATIONS

The following materials are available on free loan for preview and evaluation from the Michigan Consumer Education Center, 217-A University Library, Eastern Michigan University, Ypsilanti, Michigan 48197. 313-487-2292

BEAT DETROIT

This simulation experience is designed for automobile owners and drivers and concerns itself with the fact that consumers buy cars today which are not built to withstand thousands of driving miles and a variety of driving situations. (1972)

Source: Dynamic Games, 1433 North Central Park, Anaheim, California 92802. Cost: $8.00

BEAT THE MARKET

A series of five experiences simulating the actions of consumers and producers. Their interactions determine price. (1973)

Source: Southwestern Publishing Co., 5101 Madison Rd., Cincinnati, Ohio 45227. Cost: $50.00

BUDGETING GAME

Students set priorities and budget the family income for a year. (1970)

Source: Part of a Money Management Kit. Changing Times Education Service, 1729 H. Street N.W., Washington, D.C. 20006. Cost: $8.50

BUY AND SELL: A CONSUMER ECONOMICS GAME

In this simulation, students assume the role of a business executive, loan officers, store managers, sales persons and consumers. They deal with supply and demand, profit margin, competition and budgeting. Secondary level.

Source: Education Game, Creative Classroom Activities, P. O. Box 1144, Sun Valley, California 91352. Cost: $2.00

BUYER BEWARE: A CONSUMER AWARENESS GAME

A simulation experience designed to make students aware of what to look for when shopping as well as possible consumer protection laws. Secondary level.

Source: Edu-Game, Creative Classroom Activities, P. O. Box 1144, Sun Valley, California, 91352. Cost: $2.00

CHARGE

A simulation based on the use of charge accounts, to be played with the use of a computer. (1972)

Source: Paul Amidon & Associates, Inc., 5408 Chicago Ave. South, Minneapolis, Minn. 55417. Cost: $20.00

CONSUMER

The economics of installment buying is the basic concept of this simulation experience. The consumers are confronted with the problems of whether to buy or not, the problems of financing a purchase, and the problems regarding the terms of the financing arrangement. This is a highly competitive experience for secondary level students and adults. (1969)

Source: The Bobbs-Merrill Company, Inc., Education Division, 4300 West 62nd Street, Indianapolis, Indiana, 46268. Cost: $30.00

CONSUMER CHOICE

A simulation that involves both consumers and producers making decisions about a new product being brought to the market. (1976)

Source: (Part of Media Kit, Consumer Choice) Proctor and Gamble, 2150 Sunnybrook Drive, Cincinnati, Ohio 45237. Cost: Single copy free.

CONSUMER DECISION

The students assume roles within family groups and are involved in budgeting a limited income. Secondary level. (1973)

Source: Edu-Game, P. O. Box 1144, Sun Valley, California 91352. Cost: $1.50

CONSUMER GAME

This simulation experience is a computerized version of CONSUMER. See description on page 39.

Source: Board of Cooperative Educational Services, 845 Fort Meadow Road, Yorktown Heights, New York. Cost: By special arrangement.

CONSUMER REDRESS

Students try to get consumer complaints settled through major channels of consumer appeal. (1971)

Source: Changing Times Education Service, 1729 H. Street N.W., Washington, D.C. 20006. Cost: $8.95

DEALING WITH LIFE INSURANCE

A card game dealing with the basic concepts of life insurance.

Source: American Council of Life Insurance, 1850 K. Street, N.W. Washington, D.C. 20006. Cost:$10.00

DECISIONS

A simulation game of goals, choices and values. Middle School level. (1976)

Source: J. L. Easterly, Ed. D., Oakland University. Innovative Education, Inc., Rochester, Michigan 48063. Cost: $8.00

ECONOMY GAME

A game of finance where players save, invest, start factories, buy and sell. Junior High through Adult. (1975)

Source: EMI, Box 4272-G, Madison, Wisconsin 53711. Cost: $5.50

ECONOMIC SYSTEM

A complex simulation of a competitive economic system. Mine owners, manufacturers, workers and farmers produce and consume goods while trying to make a profit and maintain a high standard of living.

Source: Western Publishing Company, 150 Parish Drive, Wayne, N.J. 07470. Cost: $25.00

EXCHANGE - A STOCK MARKET ACTIVITY

In this simulation, the operation of a stock market is analyzed to give the student an appreciation of the process of buying and selling stocks.

Source: Edu-game, Creative Classroom Activities, P. O. Box 1144, Sun Valley, California 91352. Cost: $2.00

FAMILY BUDGET

This simulation experience can be used effectively at the junior or middle school level and with special education students to illustrate the concept of supply and demand. The participants must make decisions within their budgets. (1969)

Source: Creative Studies, Inc., 167 Corey Road, Boston, Mass. 02146. Cost: Unknown

FAMILY DECISIONS

A simulation of the decision making process for families in four different economic levels -- poverty, low-income, middle and upper middle income levels.

Source: Cooperative Extension Service, Washington State University, Pullman, Wash. Cost: $6.00

FLIP: A FAMILY BUDGETING SIMULATION

The participants, as members of family groups, are confronted with the many problems involved in family budgeting such as credit, investments, income and values. (1970)

Source: Instructional Simulations, Inc., 2147 University Avenue, St. Paul, Minn. 55114. Cost: $45.00

HORATIO ALGER

Horatio Alger is a simulation of the American welfare system. Participants deal with the social, economic and political problems of the poor in our society.

Source: New Detroit, Inc., Speaker's Bureau, 211 W. Fort Street, 1515 Detroit Bank and Trust Building, Detroit, Michigan 48226. Cost: $3.00

HOUSEHOLD ENERGY GAME

This experience is described more as an "informative exercise" regarding the conservation and use of household energy. (1974)

Source: Sea Grant College Program, Marine Studies Center, 1800 University Avenue, Madison, Wis. 53706. Cost: Unknown

HOUSEHUNT

The problems, alternatives and decisions of real-life househunting are included.

Source: Changing Times Educational Service, 1729 H. Street N.W., Washington, D.C. 20006. Cost: $8.95

INFLATION

A role playing activity which simulates the process of political - economic decision making. Roles include government, business, labor and consumers. (1972)

Source: Paul Amidon & Associates, Inc., 5408 Chicago Ave. South, Minneapolis, Minn. 55417. Cost: $20.00

INVEST

The emphasis in this experience is the decision making processes exercised by investors, bankers, and brokers. The participants become acquainted with concepts such as capital gains, liquidity investment, income and yield, diversification risk, and others.

Source: Changing Times Education Service, 1729 H. Street N.W., Washington, D.C. 20006. Cost: $8.95

LIFESTYLE

A simulation of an engaged couple planning how to live during the first 25 years of marriage. Decisions relate to education, careers, standard of living, children and the working wife. (1974)

Source: Educational Methods, 500 N. Dearborn Street, Chicago, Ill. 60610. Cost: $19.95

MANAGING YOUR MONEY

This is really a game and "winning" the game is more a factor of chance rather than reflective participation in the experience. The purpose of this experience is to involve the participants in paying off a loan and saving money. (1970)

Source: CUNA Mutual Insurance Society, P. O. Box 391, Madison, Wisconsin 54701. Cost: $3.21

MARKET PLACE

A simulation of the U.S. economic system. A complicated game which works best with those who already have knowledge of basic economics. (1968)

Source: Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N.Y. 10036. Cost: $75.00

NAME OF THE GAME IS CREDIT

Simulation on consumer credit. Students make decisions about using credit for various family needs, sources of credit, contract terms and consumer exploitation. (1973)

Source: NASCO, Inc., Fort Atkinson, Wisconsin 53538. Cost: $35.00

NUTRITION GAME

The object of the game is to obtain 100% of the recommended daily allowances of 8 nutrients -- at low cost and low calorie count.

Source: Games That Teach, Graphics Company, P. O. Box 331, Urbana, Illinois 61801. Cost: $9.95

PAY THE CASHIER

This simulation experience is for kindergarten to the 3rd grade. The children assume roles of customers and shopowners, as they buy products, pay for purchases, and receive change. (1957)

Source: Garrard Publishing Company, 1607 N. Market Street, Champaign, Illinois 61820. Cost: $5.98

PAYING YOUR WAY

A decision making simulation related to managing a specific income. Consumer mathematics skills are emphasized. (1975)

Source: Gregg/McGraw Hill, 1221 Avenue of the Americas, New York, N.Y. 10020. Cost: $15.95

PROTECTION

A simulation of a federal government's attempts to protect both consumers and business. (1976)

Source: EMI Box 4272-G, Madison, Wisconsin. Cost: $8.00

RIP-OFF (1)

The participants assume roles of consumers and attempt to save money by being able to identify the various appeals used by advertisers. (1975)

Source: Union Printing Company, Inc., 17 West Washington Street, Athens, Ohio 45701. Cost: Unknown

RIP-OFF (2)

Players get to be both consumers and business operators. Each tries to get a good deal and avoid getting ripped off. Questionable ethics are used in the game. Ages 8 to Adult. (1975)

Source: EMI, Box 4274-G, Madison, Wisconsin. Cost: $5.25

SHARE THE RISK

The purpose of this simulation experience is to acquaint the participants with the concept of insurance and to help them assess insurance needs.

Source: Changing Times Education Service, 1729 H. Street N.W., Washington, D.C., 20006. Cost $8.95

SIMULATIONS IN CONSUMER ECONOMICS CLASSROOMS

A teaching module which includes 4 simulations: The Ad Biz, The Candy Market, The Strawberry Machine, Fight Drugs -- Ban The Pipe, (1978)

Source: Michigan Consumer Education Center, 217-A University Library, Eastern Michigan University, Ypsilanti, Mi. 48197. Cost: $2.00

SPENDTHRIFT

The family members make decisions concerning budgeting, expenditures, savings, and values.

Source: Irvin Richard, 1818 Ridge Road, Homewood, Illinois 60430. Cost: Unknown

STOCK BROKER

The operations of the stockmarket are highlighted and the participants attempt to make money and are involved in decisions about when to buy and sell certain shares or securities. (1971)

Source: Intellect Limited, London U. K. Educational Manpower, Inc., Madison, Wisconsin. Cost: Unknown

SWINDLE!

The participants in this simulation experience make decisions regarding the purchase of products. They assess techniques used by sellers to either gyp consumers or exaggerate the qualities of the product. (1971)

Source: Changing Times Education Service, 1729 H. Street N.W., Washington, D.C. 20006. Cost: $8.95

TRANSPORTATION

This simulation experience is designed for grades 3 through 7 and the participants are involved in planning and arranging a trip, using different modes of transportation. (1972)

Source: Games Central, 55-C Wheeler Street, Cambridge, Mass. 02138. Cost: $24.00

TRUTH IN ADVERTISING

The experience examines the role of the Federal Trade Commission in advertising. Participants assume roles of Federal Trade Commission Commissioners, prosecuting attorneys for the Commission, and lawyers. The Commission considers charges against advertisers regarding misleading and untruthful advertising. (1974)

Source: "Truth in Advertising: A Simulation" by Timothy H. Little. Law In American Society Vol. 3, No. 4 - November, 1974. Law in American Society office 33 North LaSalle Street, Suite 1700, Chicago, Illinois 60602. Cost: Unknown

UNDERSTAND HOW YOUR ECONOMY WORKS

A biased simulation on the effects of government policy on economic issues. Should be used only if bias is pointed out by teacher and participants. (1976)

Source: EMI, Box 4272 G, Madison, Wisconsin 53711. Cost: $65.00

WHEELS

The participants are involved in purchasing and maintaining a car for a year. (1970)

Source: Paul Amidon & Associates, Inc., 5408 Chicago Ave. South, Minneapolis, Minn. 55417. Cost: $40.00

SELECTED BIBLIOGRAPHY ON SIMULATION EXPERIENCES

Adams, Dennis M. Simulation Games: An Approach to Learning. Worthington, Ohio: Charles A. Jones Publishing Company, 1973.

This is a concise and practical guide for teachers to the understanding, design, construction, and use of simulations, games, and related experiences for learning.

Belch, Jean (Compiler). Contemporary Games. Volumes I & II. Detroit, Michigan: Gale Research Company, 1973. HIGHLY RECOMMENDED.

An excellent directory and bibliography covering games and play situations or simulations used for instruction and training by schools, colleges, and universities, government, business and management.

Consumer Education Resources. Michigan Consumer Education Center, University Library, Eastern Michigan University, Ypsilanti, Michigan 48197. (313) 487-2292.

Davison, Susan E. (Editor). Gaming: An Annotated Catalogue of Law-Related Games and Simulations. ABA Special Committee on Young Education for Citizenship, Working Notes, No. 9. American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637.

Gibbs, G. I. (Editor). Handbook of Games and Simulations Exercises. Beverly Hills: Sage Publications, Inc., 1974.

The first part of the book deals with the analysis, synthesis, and prognosis of gaming and simulations. Also included is a comprehensive register of games and simulations.

Glazier, Ray. How To Design Educational Games. Cambridge, Massachusetts: Abt Associates, Inc., 1969.

Heitzmann, William Ray. Educational Games and Simulations. Washington, D.C.: National Education Association, 1974.

Heyman, Mark. Simulation Games for the Classroom. Bloomington, Indiana: The Phi Delta Kappa Educational Foundation, 1975.

Horn, Robert E. (editor). The Guide to Simulation-Games for Education and Training. Cranford, New Jersey: Didactic Systems, Inc., 1977. (3rd edition). Volume one: Academic Simulation/Games. HIGHLY RECOMMENDED.

This is an excellent guide to simulations and games for use in the classroom situation. In Chapter 22, "Practical Economics," seventeen games are described which help students to become better consumers.

Law in American Society. Journal of the National Center for Law-Focused Education. Published four times a year by the Law in American Society Foundation, 33 North LaSalle Street, Suite 1700, Chicago, Illinois 60602.

Each issue contains two or three teaching strategies, often times a simulation, and many ideas for developing one's own strategies for the classroom.

Lewis, Darrell R., Wentworth, Donald, Reinke, Robert, and Becker, Jr., William E. Educational Games and Simulations in Economics. New York: Joint Council on Economic Education, 1974.

Maidment, Robert and Bronstein, Russell, H. Simulation Games: Design and Implementation. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

McLean, Harvard W. and Raymond, Michael J. Design Your Own Game, second edition. The Simulation and Gaming Association, 4833 Greentree Road, Lebanon, Ohio 45036, 1973.

A very helpful booklet for teachers interested in designing and developing their own simulation experiences.

Shubik, Martin. The Uses and Methods of Gaming. New York: Elseview Scientific Publishing Company, Inc., 1975.

A guide to information sources on gaming and related topics is included as well as literature guides for gaming in business, management, operations research, economics, experimental gaming, political science, and international relations.

Simulation and Gaming Association Journal (SAGA). Published by the Simulation and Gaming Association, 4833 Greentree Road, Lebanon, Ohio 45036.

Many teacher designed simulations are available from the Simulations and Gaming Association.

Simulation/Gaming. The Journal of Experiential Learning. Published by Simulation/Gaming/News, Inc., and editorial contributions, advertising and subscription requests should be sent to: S/G, Box 3039, University Station, Moscow, Idaho 83843

Individuals may subscribe at $6 per year.

Taylor, John L. and Walford, Rex. Simulation in the Classroom. Harmondsworth, Middlesex, England: Penguin Books Ltd., 1972.

The first part of the book provides a historical and theoretical introduction to instructional simulation, the second part describes six simulations which probably need revision and modification when used in the United States, and the last part is a comprehensive but dated directory of sources of materials on simulation.

Education Resources Information Center (ERIC) and the Reader's Guide to Periodical Literature can also provide additional sources of information about simulations.

CONSUMER EDUCATION INSERVICE PROGRAM:

Simulation/Gaming Module. Changing Times Education Service, 1729 H Street, N.W., Washington, D. C. 20006. 1976. Cost: $396.

This teacher inservice program contains:
1 Film -- Success with Simulation Games in the Classroom
3 Filmstrips with Cassettes -- What's in a Game
Teaching with Games
Tailored to Fit
Leaders' Guide -- For conducting Inservice Program
Participants Manuals -- Brief readings and activities on Simulation/Gaming

A loan copy of this module is available for preview and evaluation from the Michigan Consumer Education Center.

For Additional Information:

The University of Michigan Extension Gaming Service, 412 Maynard Street, Ann Arbor, Michigan 48109, (Phone 313-763-1010) provides consultant services for educators and community program leaders. The Gaming Service office conducts workshops and maintains a library of materials on all aspects of educational simulation and gaming.

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